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used in the colleges is an admission that much of the work of the agricultural colleges is still of secondary-school grade.

The author certainly deserves much credit for the performance of this pioneer work.

Tillers of the Ground. By MARION I. NEWBIGIN. London: Macmillan, 1910. Pp. vi.+224. \$0.50.

This is an interesting little work by a versatile British scientist, written in a simple style within the understanding of elementary-school children, and adapted for use to supplement work in geography, nature-study, and elementary agriculture. It deals not only with *tillers*, both savage and civilized, but with man's continual contest with nature, from his crudest efforts to the latest developments of science. The book is well fitted to furnish a "human interest" element to high-school botany where lack of time prevents reference to original sources.

Report of the Board of Education of Massachusetts on Agricultural Education. Boston: Wright & Potter Printing Co., 1911. Pp. 104.

State reports vary in nature. They may be descriptive, statistical, or made up of scattered reports, addresses, proceedings of educational meetings, and the like. Occasionally they embody results of extensive investigations, upon which are based recommendations of a constructive nature.

The report at hand is of the last sort. Pursuant to a resolution of the legislature, the investigation was undertaken by Commissioner of Education David S. Snedden, Deputy Commissioner Charles A. Prosser, and Special Agent Rufus W. Stimson. Hearings were held in many parts of the state and advice was sought from a large number of experts outside the state.

The report sets forth many facts about farming conditions in the state and the effects on values and output already resulting from improved methods. It considers the factors involved in the establishment of a system of secondary education in agriculture, such as minimum requirements in the way of locality, plant, equipment, support and control, admission and promotion, courses and methods of instruction, and the teaching staff. Social and economic factors also receive considerable attention.

Of most general interest, doubtless, are some of the recommendations. Schools with boarding departments are considered unnecessary for Massachusetts. Special schools in the more densely populated districts should be accessible to at least a hundred pupils by the ordinary means of transportation, while the needs of the more sparsely settled communities should be met by establishing special departments in existing high schools.

The work should consist of definite "projects"; that is, it should center about a series of well-organized problems. These are formulated for the entire four years, and represent the last and best pronouncement by the experts collaborating in the preparation of the report. A few of these projects are outlined in much detail to show the subsidiary propositions involved. They are so graded for the four years that they might well serve as a model for the organization of

high-school courses in agriculture in many places outside of Massachusetts, resting as they do upon very fundamental principles.

A striking recommendation is that an integral part of each project should be home work, carefully supervised, and credited toward school promotion. It is advised that at least one instructor be on duty during the growing season to carry on this phase of the school activities. The scheme is further elaborated into major and minor projects, with the appropriate divisions of the work into school and home work. Provision is also made for extending the part-time or continuation-school features as widely as practicable.

On the theoretical and administrative side of agricultural education of secondary-school grade this report is one of the most valuable contributions that have appeared. Written ostensibly for a particular state, and related in places to the local geography, it is so constructive in nature as to be suggestive to educational workers in all sections.

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THE STATE NORMAL SCHOOL
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Elements of Physics. By HENRY CREW. Revised by FRANKLIN T. JONES.
New York: Macmillan, 1909. Pp. xiv+435. \$1.10 net.

"The purpose of the study of physics is quite as much to furnish the student with a logical and easily remembered arrangement of his present knowledge as to put him in possession of new facts." This sentence, taken from the introduction, is the keynote of the book. The two distinctive features that give it character and weight as a high-school textbook are its logical connection of the parts of the subject and its elementary presentation of the facts. Physics is often regarded as a series of more or less disconnected and independent subjects. In this book the authors have succeeded in connecting the various topics so that their relation is apparent to the student.

The subject-matter is treated in ten chapters under the following heads: "Motion," "General Properties of Matter," "Special Properties of Matter," "Waves," "Sound," "Heat," "Magnetism," "Electrostatics," "Electric Currents," and "Light."

The treatment is elementary throughout. A topic is usually introduced with one or more illustrations drawn from phenomena with which the pupil is familiar. The explanation is clear and simple. A statement of the law follows the explanation; and where a mathematical statement is necessary the formula is developed through a process of explanation with a minimum of algebraic symbols. The topic closes with a brief summary. An ample number of problems is given to illustrate the subject, and they are not too difficult for the average pupil.

There is no sacrifice of scientific accuracy or completeness for the sake of elementary treatment. The book covers all the fundamental principles of the science and is fully up to the standard of college-entrance requirement in correctness and detail.

The following special features are worthy of mention as adding value to the book for class use. The historical development of the subject is brought out by frequent notes and references. At the ends of the chapters are placed lists